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ABSTRACT

In fall 1980, a pilot study was conducted to determine the characteristics and perceptions of transfer students in the Los Angeles Community College District. Survey instruments, soliciting information on plans and preparation for college, satisfaction with instruction, on-campus activities, desire for expanded services, and personal and academic characteristics, were distributed in general education transfer courses at each of the nine colleges in the district. Responses from 1,063 students revealed that: (1) respondents were younger and more likely to be enrolled on a full-time basis than the district enrollment as a whole; (2) 61% of the respondents had taken college preparatory courses in high school and 67% were enrolled in their first choice of college; (3) 53% of the respondents were attending college to prepare for transfer, while 16% were interested in occupational training; (4) 24% of the respondents had a business major; (5) 93% were able to enroll in all or most of the courses they wanted; (6) 80% felt that instructional quality at the community college was equal or better than four-year college instruction; and (7) 69% of the respondents spent at least three hours per week on campus studying or preparing for class. The study report explains the survey rationale, design, and expected outcomes, presents summary findings comparing the respondents with the student population as a whole, and cross-tabulates responses by student characteristics. The survey instrument and extensive data tables are appended. (KL)

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A PILOT SURVEY OF TRANSFER STUDENTS

The District Senate's Ad Hoc Committee on Transfer Students

and the

Office of Educational Planning and Resource Development

Educational Services Division

Los Angeles Community College District

October, 1980

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A PILOT SURVEY OF TRANSFER STUDENTS

BACKGROUND OF THE STUDY

The District Senate's Ad Hoc Committee on Transfer Students

Growing awareness of the decline in the proportion and number of community college students transferring to four-year colleges and universities prompted the District Academic Senate to form an ad hoc committee in the spring of 1980 to study the problem. Membership on the committee was drawn from the nine Academic Senates of the District's campus colleges, and staff support provided by the Office of Educational Planning and Resource Development, Educational Services Division. George Sturr, Academic Senate member from Los Angeles Harbor College, chaired the committee, while Nancy Conrath of the Office of Educational Planning and Resource Development provided staff support and prepared this report. Members of or contributors to the committee were:

Dudley Campbell (Pierce)
Nancy Conrath (District)
Horacio Fonesca (Mission)
Verda Griner (Valley)
Jeanne Landis (Harbor)
Nancy Mattice (District)
Alfredo Mendoza (Southwest)
Genevieve Meyer (Trade-Tech)
Liz Nuckolls (West)
Fluer Steinhardt (City)
Caro Van Stryk (City)
George Wistreich (East)
Maryamber Villa (District Senate)

The committee reviewed District college studies and other literature concerning transfer students in three categories: entering, attending, and leaving students. An "Expandable File" was developed which presents data excerpted from recent studies that relate to each of the three categories; as further studies become available, excerpts will be added. This document is available from the Office of Educational Planning and Resource Development. In addition, the committee explored college services provided to students in each of the categories, e.g. recruitment policies, procedures and literature which might influence entering students; curricula and college services which might encourage attending students; and academic standards, advisement, articulation and follow-up which might have an effect on the success of leaving transfer students.

Rationale for the Pilot Survey

Discussion among committee members led to the conclusion that very little is known about attending transfer students because transfer curricula serve many purposes other than transfer education, such as general education degree requirements, subject interest electives, continuing education, or vocational education. The transfer function appeared to be diffuse, not identifiable by subject or major. It was suggested that a weak definition of the transfer function may detract from the focus given recruitment, publicity, advisement and college services.

The first step in clarifying the transfer function appeared to be the identification of currently attending transfer students. The committee hypothesized that transfer students would most often be enrolled in lower-division, general education transfer subjects such as English 1 or college algebra. The committee then decided to develop a questionnaire with which to survey the characteristics and perceptions of students enrolled in such classes. The questionnaire was developed and a pilot survey implemented.

THE STUDY DESIGN

The design of the study was essentially exploratory--to see if transfer students could be identified by course enrollment, and if so, to find out more about them.

Several results were expected, however. These included:

1. An above-average proportion of students whose reason for enrollment was to prepare for transfer;
2. An above-average proportion of young adult students enrolled full-time;
3. An above-average proportion of students eligible for enrollment in the University of California (UC) or California State University and College (CSUC) systems, and who had taken a college preparatory curriculum in high school.
4. An emphasis in response favoring a college environment which encourages and supports transfer, including curricula, instructional support, and college services.

There were no predicted outcomes for questions regarding majors, course evaluation, cumulative units of respondents, or variation in response by characteristics of students or enrollment.

The Questionnaire

The questionnaire consisted of 44 questions in the following areas:

1. Characteristics of students and enrollment
2. Preparation for college
3. Perceptions of quality in curricula and instruction
4. Campus activity; use of time spent on campus
5. Preference for additional college services

The questionnaire is reproduced in Appendix A, although the actual form used was printed on both sides of legal-sized paper. Appendix B presents the frequency and percentage distribution of response by college and the entire districtwide sample. Appendix C includes the crosstabulations which were significant at the .05 level or better using the chi-square test; these tables indicate variation in response.

The Sample

Committee members from each of the campuses were given approximately 175 questionnaires to distribute to six or more general education transfer classes taught during the day only. Total returns were 1,063 and ranged from 39 (Mission) to 166 (Harbor). The categories of classes sampled and the number of responses for each were as follows:

Arts and Humanities	
Art history	19
Theater arts history	15
Humanities	65
English 1, 2, or literature	130
French 23 (third year)	22
Philosophy 1 or 2	19
Subtotal	270
Mathematics and Science	
Mathematics 4 or higher (college algebra)	82
Biology 6 or 7	67
Physics 1 or higher	51
Chemistry 1 or 2	89
Subtotal	289
Social Sciences	
History 1 or 2	146
Geography	94
Anthropology 1 or 2	12
Economics 2	120
Sociology 1	38
Psychology	87
Subtotal	497
Total (missing values, 7)	1,056

The distribution among colleges was:

City	97
East	69
Harbor	166
Mission	39
Pierce	147
Southwest	151
Trade-Tech	112
Valley	144
West	136
Total (missing values, 2)	1,061

The small sample size and self-selection by committee members of courses sampled preclude attaching any meaning to the distribution of course enrollment or majors by individual colleges, although all frequency tables display results by colleges.

STUDY RESULTS

Characteristics of Students and Enrollment

As expected, survey respondents were younger than all students enrolled, at 32% under age 20 compared to 21% of Fall 1979 enrollment districtwide. Part-time students were just 23% of the sample, compared to 73% of Fall 1979 enrollment, a dramatic difference. The sex ratio was comparable between respondents and total enrollment, but respondents were more often White, at 44% compared to 39%. Appendix B also shows the distribution of respondents by college service area residents.

Preparation for College

College preparatory courses were taken in high school by 61% of respondents compared to 49% of Fall 1978 Student Survey respondents. Eligibility does not appear to be above-average among respondents, however. The proportion of those eligible to the UC system was comparable to that of California 1975 eligible high school graduates enrolled in California community colleges, at 23%, but lower to the CSUC system using the same comparison, at 41% to 47% (see the "Expandable File"). The college of attendance was the first choice for 67% of respondents; most often this choice was because the college was close to home or had courses the student wanted. Influences on enrollment varied: 23% were influenced by friends attending; 12% by parents; 10% by high school staff; 9% by college publicity; 8% by college staff; and 39% by some other influence not listed in the questionnaire.

College Plans and Preferences

Preparation to transfer was the most important reason for attending college among 53% of respondents, much higher than the 36% of Fall 1978 Student Survey respondents. Occupational training was a motive for just 16% compared to 38% of the Fall 1978 respondents. Assistance in choosing a career ranked third among reasons for attendance, at 14%.

A business major was most frequent among respondents, at 24%, similar to the 23% of Fall 1978 Student Survey respondents. Mathematics, science, or engineering students were 21%, arts and humanities 12%, social sciences 11%, and undecided majors 9%; 16% specified other majors than those listed.

The mean number of semesters respondents planned to attend at the college before transferring was 3.8. The largest proportion of students planned to transfer after the traditional four semesters, at 37%; 25% expected to transfer after one or two semesters, and 30% expected to continue through five or six semesters. Sixty-three percent planned to earn an associate degree before transferring. Asked if they planned to take any occupational courses for job entry or upgrading, 27% replied that they had taken some courses, 28% that they planned to take some courses, and 46% that they did not plan to take occupational courses.

Perceptions of Quality

Most students were able to enroll in all or most of the courses they wanted to take, at 93%. Asked to rate the quality of instruction received compared to what they would expect in the first two years of a four-year college, 80% responded that the quality was equal to or better than what they would expect. Most students evaluated their classroom experience positively: 21% found it challenging, 19% stimulating, 39% informative, 17% routine, and 4% boring. The pace of instruction was "just right" for 82% of respondents.

Campus Activity

Respondents were asked to specify whether they spent any time, one or two hours per week, or three or more hours per week on a number of typical campus activities. The following activities are listed in rank order of percent reporting three or more hours per week:

Studying or preparing for class	69
Using the library or learning resource center	36
Socializing with other students	33
Talking with students about courses or academic interests	24
Rehearsing or practicing (music, drama, sports, etc.)	17
Working part-time on campus	15
Talking with faculty or counselors	9

Preferred Services

A number of additional services which the committee thought might have value to transfer students were listed in the questionnaire which respondents were asked to rate as not important, important, or very important. The following services are listed in rank order of percent rating them very important:

More advising about requirements for transfer	74
More specialized and up-to-date library materials	53
More counseling or diagnostic testing to improve academic achievement	46
More entry requirements or prerequisites for courses	46
More consultation with faculty members	41
More advanced courses at the sophomore level	35
Special recognition for high academic achievement	32
An organization of students with the same major	31
More written assignments and essay tests	31
An organization of transfer students	24
More individualized assignments in courses	21
More reading assignments	21

The highest proportion of students with no interest in additional services was for an organization of transfer students, at 38%. The majority of respondents appeared to regard the suggested services as important or very important to them.

VARIATION IN STUDENT RESPONSE

A number of variables were crosstabulated to ascertain if responses were significantly varied by characteristics of students or enrollment, preparation for college, reasons for attending college, or type of course enrollment. Significant variations are summarized below; tabular summaries are in Appendix C.

Variation by Student Characteristics

The greatest variation was by age and ethnicity, each with 26 responses to questions significantly varied. Fourteen responses were significantly varied by sex. In the summaries below, the age breakdown was under 20 years, 20-25 years, and over 25 years; ethnicity is discussed by Asian, Black, Hispanic and White, although a small proportion of other minorities were included in the crosstabulations. The summaries are grouped within the five areas of the questionnaire as noted above.

Age. Variation in characteristics of students and enrollment:

1. The older age group above 25 years was more often than average female, White or Black, enrolled part-time, and sophomore or higher.
2. Among students 20-25 years of age were more Asians or Hispanics than average.
3. The under 20 age group was more often than average White, enrolled full-time, or freshman.

Variation in preparation for college:

1. Older respondents less often than average had taken a college preparatory course in high school or were eligible for enrollment at UC or CSUC, but more often than average selected the college attended as the first choice because it was close to home and had the courses they wanted. Friends, publicity, or a college counselor more often influenced college enrollment among older students.
2. Students under 20 had more often than others taken a college preparatory course in high school or were eligible for enrollment at UC or CSUC; high school staff or parents were a greater influence on enrollment among younger than older students.

Variation in college plans or preferences:

1. Older students more often than average gave occupational or general education and personal interest courses as major reasons for enrollment, and had taken occupational courses. Arts, humanities, and social science were more often majors among the +25 age group than others; these students also more often than others planned to get an associate degree.
2. The 20-25 year age group most often gave transfer education as the reason for enrollment, with math, science, or engineering the most frequent majors.
3. Younger students more often than average gave basic and general education or choosing a career as reasons for enrollment; these students declared business their major or were undecided more often than others. An above-average proportion of younger students planned to take occupational courses.

Variation in perceptions of quality:

1. Older students rated the quality of instruction equal to or better than that expected of lower-division instruction at four-year colleges more often than average, and rated course instruction "challenging or "stimulating" more often than others.
2. Younger students more frequently rated instruction "informative" or "routine" than other students.

Variation in time spent in campus activities:

1. Older students spent more time studying or preparing for classes on campus than other students.
2. The 20-25 year age group most often used the library or learning resource center, or worked part-time.
3. Younger students spent more time than others rehearsing or practicing, or socializing with other students on campus.

Variation in preferred services:

1. Older students above 25 years of age most often rated more reading assignments or more essay tests very important.
2. Students 20-25 years of age most often rated more library services, more consultation with faculty, more advanced courses, or an organization of transfer students very important.

Ethnicity. Variation in characteristics of students and enrollment:

1. Whites and Blacks were more often than average female or above 25 years of age; Whites were also more often under 20.
2. Asians or Hispanics were more often than average male or 20-25 years of age.

Variation in preparation for college:

1. Whites more often than average attended the college of their first choice, primarily because it was close to home and least expensive; Whites also more often than others chose general education and personal interest in courses as major reasons for enrollment. A business major was more common among both Whites and Blacks than among other ethnic groups.
2. Black students less often than others attended the college of their first choice, most often because they had transferred from another college; Blacks were also less often enrolled for transfer purposes than others, but more often specified an occupational reason for enrollment than others.
3. Asian students more often than average were eligible to UC or CSUC institutions, choosing one of them as their first college choice more often than others. Publicity was more influential on enrollment among Asians than others. Both Asian and Hispanic students more often than average elected a math, science, or engineering major, while choosing a career was a more common reason for enrollment among Asians and Blacks than among other ethnic groups.
4. Hispanic respondents were more often than others influenced to enroll by a high school counselor.

Variation in college plans and preferences:

1. Blacks and Hispanics more often than others planned to complete an associate degree before transferring.
2. Asians and Whites least often planned to take occupational courses.

Variation in perceptions of quality by ethnicity was only significant for Whites reporting that they could get the courses they wanted more often than average.

Variation in time spent in campus activity:

1. Asians and Hispanics more often than others spent three hours per week or more in the library or learning resource center, while Asians and Blacks more often than average worked three hours per week or more on campus.
2. Blacks more often than others spent time discussing courses or academic matters with other students, faculty or counselors.

Variation in preferred services:

1. Whites were least interested in more services.
2. Blacks and Hispanics considered increased services very important more often than others in eleven of the thirteen items for which variation was significant.

Sex. Variation in characteristics of students and enrollment:

1. Females were more often than males older, White or Black, and enrolled part-time.
2. Conversely, males more often than females were younger, Asian or Hispanic, and enrolled full-time.

Variation in preparation for college:

1. Women more often than men were eligible for UC or CSUC.
2. Men more often than women were influenced by friends to enroll.

Variation in college plans or preferences:

1. Women more often than men planned to complete an associate degree and majored or were enrolled in arts and humanities or social sciences.
2. Men more often than women majored or enrolled in business, mathematics, sciences, or engineering.

There were no significant variations in perceptions of quality by sex.

Variation in time spent in campus activities:

1. Women spent more time on campus studying or preparing for classes than men.
2. Men spent more time on campus practicing or rehearsing than women.

Variation in preferred services:

1. Women more often than men preferred the following services: more library resources, more advisement, more essay tests, and more prerequisites for advanced courses.

Variation by Characteristics of Enrollment

Variation by semester units was significant for 15 questions and by cumulative units for 11 questions. The following summarizes differences in response for each of the categories of the questionnaire.

Part-time or full-time enrollment. Variation in characteristics of students:

1. Full-time students were more often men or younger than others.
2. Conversely, more part-time students were women or older than average.

Variation in preparation for college by units of enrollment was only significant for the higher eligibility of full-time than part-time students.

Variation in college plans and preferences:

1. Full-time students more often than others enrolled for transfer purposes, and majored in business, mathematics, science, or engineering.
2. Part-time students more often than others gave general education, personal interest courses, or choosing a career as their most important reasons for enrollment.

Variation in perceptions of quality:

1. Full-time students more often than average reported that they could get most of the courses they wanted, but evaluated course instruction as "routine" more often than part-time students.
2. Part-time students less often got desired courses than average, but evaluated courses as "stimulating" or "informative" more often than full-time students.

Variation in time spent in campus activities:

1. As expected, full-time students spent more time on campus than part-time students in all significant variations.
2. Part-time students most often spent time on campus in the library or LRC, or preparing for classes.

Variation in preferred services was not significant for any of the items listed by full- or part-time enrollment.

Cumulative units. Variation in student characteristics was only significant by age, as noted above.

Variation in preparation for college was only significant for first choice of college. The college of attendance was the first choice most often among entering students with 1-15 units.

Variation in college plans and preferences by cumulative units:

1. An associate degree was planned more often by students in the second half of a year's units--those with from 16 to 30 units or those with more than 45 units--than by beginning freshmen or sophomores.
2. Sophomores more often than freshmen majored or enrolled in a mathematics or science subject area. Students with more units have also more often than others taken occupational courses.
3. Freshmen, like part-time students, more often than others majored or enrolled in arts, humanities, or social science.
4. A business major was most popular among those with the least or the most units, indicating part-time or continuing education interests.

Variation in time spent in campus activities was only significant for sophomores more often than others using the library or LRC, or working part-time on campus.

Variation in preferred services:

1. Sophomores more often than others wanted more consultation with faculty or more advanced courses.
2. Students with 16-45 units more often than others wanted more cooperative or group assignments in class.

Variation by Eligibility to UC/CSUC Systems

Variation was significant for thirteen responses to questions.

Variation in characteristics of students or enrollment:

1. Eligible students were more often than others younger, Asian, female, or enrolled full-time.
2. Ineligible students were more often than average older; like Blacks and Hispanics, these students were most often ineligible because they lacked required courses.

Variation in preparation for college was only significant for above-average eligibility among those who took a college preparatory course in high school.

Variation in college plans or preferences:

1. Students eligible to UC more often than others were enrolled in math or science courses, while those eligible to CSUC were more often than average enrolled in social science courses.
2. Ineligible students more often than others took arts and humanities courses, and planned to complete an associate degree.

Variation in perceptions of quality were only significant for pace of instruction; those eligible to UC more often than average found the pace too slow, while ineligible students found it too fast more often than others.

Variation in time spent in campus activities was only significant for eligible students spending more time than others studying.

Variation in preferred services:

1. Eligible students more often than average perceived more library materials very important.
2. Ineligible students reported more consultation with faculty or an organization of majors very important more often than eligible students.

Variation by Course Enrollment

Variation in response to 23 questions were significant; these are summarized below in each of the five categories:

Variation in characteristics of students and enrollment:

1. Arts and humanities enrollment was above-average among women, students who were under 20 years of age or over 25 years, White students, freshmen, or part-time students.
2. Mathematics and science enrollment was above-average among men, those 20-25 years of age, Asians or Hispanics, sophomores, and full-time students.
3. Social science enrollment was above-average among women, students who were over 25 years of age, Black or White students, or second semester freshmen.

Variation in preparation for college:

1. Arts and humanities enrollment was more often influenced by publicity than were other types of enrollment.
2. Students enrolled in mathematics or science courses had more often than average taken a college preparatory curricula in high school, were more often than others eligible for UC, transferred to the college of attendance, and were influnced by college counselors or instructors.
3. Social science students more often than others reported that the college of attendance was their first college choice, primarily because it was close to home.

Variation in college plans and preferences:

1. Arts and humanities students more often than others majored in arts and humanities, planned to get an associate degree, and either had or planned to take occupational courses.

2. Math/science students most often enrolled for transfer purposes, and majored in math, science, or engineering; these students less often than others planned to get an associate degree or to take occupational courses.
3. Social science students were below-average in enrolling for transfer purposes and were above-average in business or social science enrollment. These students more often than average planned to get an associate degree and either had taken or planned to take occupational courses.

Variation in perceptions of quality:

1. Arts and humanities students were more often than others able to get desired courses and rated courses better than that expected at a four-year college. These students evaluated courses more often than others "stimulating".
2. Math/science students were less able than others to get desired courses, but were high in their evaluation of instruction, with an above-average proportion rating instruction "challenging" or "stimulating".
3. Social science students were able to get most but not all courses wanted more often than others, and were above-average in their rating of courses equal to what might be expected at a four-year institution. These students more often than others rated instruction as "informative" or "routine".

Variation in preferred services:

1. Arts and humanities students found more library resources very important more often than others.
2. Math/science students found an organization of majors, more advanced courses, and more individualized instruction very important more often than others.

Variation by Transfer Education as a Reason for Enrollment

Variation by transfer education as a reason for enrollment was significant for 11 of the survey questions. These are summarized below in the five questionnaire categories.

Variation in characteristics of students or enrollment:

1. Transfer students were more often than others in the 20-25 year old age group, sophomores or higher, or full-time students.
2. Students for whom transfer education was not the most important reason for enrollment were more often than average under 20 years or over 25 years of age, Black, freshmen, or enrolled part-time.

Variation in preparation for college was not significant.

Variation in college plans and preferences:

1. Transfer students more often than others majored in mathematics, science, and engineering and did not plan to take occupational courses.
2. Students for whom transfer education was not the most important reason for enrollment were more often than average arts and humanities or business majors, and had taken or planned to take occupational courses.

Variation in perceptions of quality by transfer purposes was only significant for students whose most important reason for enrollment was not transfer education, who more often than others rated courses better than expected at four-year institutions.

Variation in time spent in campus activities was only significant for transfer students who spent more time than others using the library or LRC, or working part-time on campus.

Variation in preferred services was only significant for more library resources considered very important more often by transfer students than by students for whom transfer was not the most important reason enrollment.

CONCLUSIONS

The following conclusions were agreed upon by the committee after reviewing the survey results:

1. Transfer students could be identified by their enrollment in general education, transfer level courses. The majority of respondents enrolled in such courses gave transfer education as their most important reason for enrollment.

2. The characteristics expected of transfer students was evident in survey response. Three out of four students were under 25 years of age, or were enrolled full-time.

3. Respondents favored a campus environment that enhances transfer by providing an equivalent lower-division collegiate experience.

   A majority of respondents spent some time on campus studying or using library facilities, discussing courses or socializing with other students, or talking with faculty or counselors. Few students spent time on campus working part-time, participating in campus activities, or in rehearsal or practice.

   A majority of students perceived the need for more services as important or very important, particularly more advising, more library materials, more consultation with faculty, more entry

requirements for courses, more counseling or diagnostic testing for academic success, and more advanced sophomore courses.

4. Variation was greatest by age, ethnicity, and type of course enrollment. The 20-25 year age group, and mathematics or science students were most typically transfer oriented; there was little consistent pattern in variation by ethnicity, except that Blacks and Hispanics perceived the need for more services very important more often than other ethnic groups.

5. With regard to entering students, the majority were eligible to enter UC/CSUC institutions and had taken college preparatory curricula in high school. A 67% majority, however, selected the college of attendance as their first choice, most often because it was close to home and had the courses they wanted. Recruitment efforts did not appear very influential on college selection; the largest proportion of students, 23%, were influenced to enroll by other friends attending.

6. With regard to attending students, evaluation of course availability and the quality of instruction was high. Eighty percent reported that the quality of instruction was equal to or better than what they might expect in the first two years of a four-year college or university; 79% rated courses "challenging", "stimulating", or "informative". More services, however, were considered important, as discussed above.

7. With regard to leaving students, a majority of respondents plan to spend at least four semesters and get an associate degree before transferring. A 74% majority of students, however, perceived the need for more advising about requirements for transfer very important.

To summarize, it is possible to identify transfer students by course enrollment. Students are attracted to colleges most often as their first choice, usually because they are convenient and have the courses they want. Recruitment has little influence on college selection. Students are pleased with their courses and spend time on campus pursuing academic interests and preparing for classes. More services for transfer students is indicated, particularly advisement regarding transfer and more library resources.

This is a pilot survey, essentially exploratory. The committee welcomes comments on this report and suggestions for other research or recommended services to assist transfer students.

APPENDICES

Appendix A, Questionnaire Instrument . . . . . Pages 17-19

Appendix B, Frequency and Percentage Distribution of Response . . . . . Pages 20-30

Appendix C, Variation in Response . . . . . Pages 31-58

Variation by Age . . . . . Pages 31-36

Variation by Ethnicity . . . . . Pages 37-42

Variation by Sex . . . . . Pages 42-44

Variation by Cumulative Units . . . . . Pages 44-47

Variation by Semester Units . . . . . Pages 37-50

Variation by Eligibility . . . . . Pages 50-52

Variation by Type of Course Enrollment . . . . . Pages 52-56

Variation by Reason for Enrollment . . . . . Pages 56-58

SURVEY OF LOS ANGELES COMMUNITY COLLEGE TRANSFER STUDENTS

This survey is for the purpose of learning more about students enrolled in our colleges who plan to transfer to four-year colleges or universities to earn a baccalaureate degree. If you are a student planning to transfer, your responses to this questionnaire would be very helpful to us in better understanding and meeting your needs for educational programs and services.

Please circle the number of the most accurate response to each of the questions, or fill in blanks as inidcated.

PLANS AND PREPARATION FOR COLLEGE

1. Did you take college preparatory courses in high school?

   1. Yes 2. No

2. Were you eligible to attend a public four-year college or university?

   1. Yes, the Univ. of California.
   2. Yes, the State Colleges and Universities.
   3. No, my grades were not high enough.
   4. No, I had not taken the required courses.

3. Was this college your first choice of colleges to attend?

   1. Yes, it had the courses I wanted.
   2. Yes, it had a reputation for good teaching.
   3. Yes, it was close to home.
   4. Yes, it was the least expensive.
   5. No, I applied first to the Univ. of California
   6. No, I applied first to a State College or University.
   7. No, I applied first to a private college or university.
   8. No, I applied first to another community college.
   9. No, I transferred from another college.

4. Which of the following most influenced your decision to enroll at this college?

   1. High school counselors
   2. High school instructors
   3. College counselors
   4. College instructors
   5. friends attending
   6. Parents
   7. Publicity about the college
   8. Other: _____

5. What is the most important reason you are attending college?

6-7. In which of the following areas do you plan to get a bachelor's degree?

   1. Architecture
   2. Business
   3. Engineering
   4. English or literature
   5. Fine or applied arts
   6. Foreign languages
   7. Humanities
   8. Journalism
   9. Mathematics or computer science
   10. Science
   11. Social science
   12. Psychology
   13. An applied technical area
   14. Undecided
   15. Other: _____

8. How many semesters do you plan to attend here before transferring?

   1 2 3 4 5 6

9. Do you plan to earn an associate degree before transferring?

   1. Yes 2. No

10. Do you plan to take any occupational courses for job entry or upgrading?

   1. I have already taken some courses.
   2. I plan to take some courses.
   3. I do not plan to take occupational courses in the near future.

YOUR COMMUNITY COLLEGE EXPERIENCE

11. Have you been able to enroll in the courses you wanted?

    1. Yes, all of them I had time for.
    2. Yes, most of them.
    3. No, not most of them.
    4. No, hardly any of them.

13. Which of the following best describes your classroom experiece here?

    1. Challenging
    2. Stimulating
    3. Informative
    4. Routine
    5. Boring

12. How would you rate the quality of instruction you have received compared to what you would expect in the first two years of a four-year college?

    1. Equal to what I would expect.
    2. Better than I would expect.
    3. Not as good as I would expect.

14. How would you rate the pace of instruction?

    1. Too fast; too much material
    2. About right
    3. Too slow; not enough material

Below are listed some activities in which you might spend your time on campus outside of class. Using the scale below, please rate time spent on each activity by circling the appropriate number.

1. No time spent 2. One or two hours a week 3. Three or more hours a week

1	2	3	15.	Using the library or learning resource center
1	2	3	16.	Studying or preparing for classes
1	2	3	17.	Participating in student activities
1	2	3	18.	Rehearsing or practicing (music, drama, sports, etc.)
1	2	3	19.	Talking with other students about courses or academic interests
1	2	3	20.	Socializing with other students
1	2	3	21.	Talking with faculty or counselors
1	2	3	22.	Working part-time on campus
1	2	3	23.	Other: _____

Below are listed some expanded services or changes which might benefit transfer students. Please rate each item listed by circling one of the numbers of the rating scale.

1. Not important 2. Important 3. Very important

1	2	3	24.	More specialized and up-to-date library materials
1	2	3	25.	More consultation with faculty members
1	2	3	26.	More advising about requirements for transfer to a four-year institution
1	2	3	27.	More counseling or diagnostic testing to improve academic success
1	2	3	28.	An organization of transfer students meeting regularly to discuss topics of mutual interest
1	2	3	29.	An organization of students with the same transfer major
1	2	3	30.	More advanced courses at the sophomore level
1	2	3	31.	Special recognition for high academic achievement
1	2	3	32.	Individualized assignments in courses
1	2	3	33.	More reading assignments
1	2	3	34.	More written assignments and essay tests in preparation for transfer work
1	2	3	35.	Cooperative assignments with other students in class
1	2	3	36.	Entry requirements for courses, such as prerequisites for advanced courses, to ensure adequate preparation of students for course work
1	2	3	37.	Other: _____

OTHER INFORMATION

38-48. Please indicate the course name and number.

__ __ __ __ __ __ __ __ __ __ __ __ __
Eight-letter course name Number

49. Please indicate the college attended.

1. East L A
2. L A City
3. L A Harbor
4. L A Mission
5. L A Pierce
6. L A Southwest
7. L A Trade
8. L A Valley
9. West L A

50-51 Please indicate your sex

1. Female
2. Male

52. Please indicate your age.

__ __ Years of age

52-56. Please indicate your zipcode.

__ __ __ __ __

57. Which of the following best describes your ethnic status?

1. American Indian/Alaskan Native
2. Asian/Pacific Islander
3. Black/Afro-American
4. Chicano/Mexican-American
5. Filipino
6. White
7. Other
8. Decline to state

58-59. How many college units have you earned?

__ __ Units

60-61. How many units are you taking this semester?

__ __ Units

THANK YOU VERY MUCH!

FREQUENCIES AND PERCENTAGES OF TRANSFER STUDENT SURVEY RESPONSE, BY COLLEGE

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Did you take college prep courses in high school?											
Yes	%	55	69	61	62	57	50	56	65	74	61
No	%	45	30	39	39	43	50	44	35	27	39
Total number responding		67	89	166	39	146	149	110	144	136	1046
Were you eligible to attend a public four-year college or university?											
Yes, University of California.	%	21	29	18	29	23	21	18	19	36	23
Yes, State College & Universities.	%	40	35	54	34	36	41	46	40	34	41
No, grades were not high enough.	%	18	13	17	11	28	12	7	24	16	17
No, required courses not taken.	%	22	23	12	26	13	25	29	17	14	19
Total number responding		68	86	164	35	145	130	108	139	128	1013
Was this college your first choice?											
Yes, it had the courses I wanted.	%	25	25	14	18	29	23	37	25	10	23
Yes, it had good teaching reputation.	%	0	9	7	8	8	5	6	8	2	6
Yes, it was close to home.	%	34	29	44	32	27	32	15	26	34	31
Yes, it was the least expensive.	%	6	8	8	0	10	3	6	10	5	7
No, first applied to Univ. of Ca.	%	7	5	3	5	4	3	1	4	5	4
No, first applied to St. College/Univ.	%	7	2	13	5	9	10	7	9	10	9
No, first applied to private school.	%	2	5	2	5	3	2	1	6	3	3
No, first applied to another CC.	%	9	3	2	5	1	7	20	4	12	7
No, transferred from another college.	%	10	13	7	21	8	15	7	9	19	11
Total number responding		68	96	165	38	147	145	109	143	134	1045

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Which most influenced your decision to enroll at this college?											
High school counselor	%	10	4	11	3	5	6	11	8	11	8
High school instructor	%	2	1	3	5	2	1	3	3	1	2
College counselor	%	5	7	4	5	1	6	6	5	5	5
College instructor	%	6	8	0	5	1	4	2	2	3	3
Friends attending	%	30	27	23	10	26	20	29	24	14	23
Parents	%	8	7	14	3	13	11	6	13	20	12
Publicity about college	%	5	14	4	21	12	9	12	8	11	9
Other	%	36	31	43	49	40	44	31	37	37	39
Total number responding		67	95	162	39	145	142	110	139	104	1003
What is the most improtant reason you are attending college?											
Occupational training	%	6	9	8	10	19	27	26	13	13	16
Preparation to transfer	%	74	73	50	49	55	37	41	52	61	53
Develop basic learning skills	%	1	2	2	0	5	7	5	5	2	4
General education	%	4	8	14	10	8	7	6	10	5	8
Personal interest courses	%	3	1	2	8	3	2	2	3	1	2
Assistance in choosing a career	%	9	6	21	15	10	15	16	15	15	14
Other	%	3	0	2	8	1	4	3	2	3	3
Total number responding		69	96	166	39	146	150	111	143	134	1054
In which area do you plan to get a bachelor's degree?											
Architecture	%	0	0	0	0	5	0	0	1	2	1
Business	%	2	10	44	22	22	27	25	25	15	24
Engineering	%	2	27	6	5	8	9	15	2	18	10
English or literature	%	3	0	4	3	1	3	4	5	2	3
Fine or applied arts	%	9	2	1	3	6	3	6	11	3	6
Foreign languages	%	0	0	0	8	6	1	2	4	0	2
Humanities	%	0	0	3	8	0	1	0	1	1	1
Journalism	%	0	0	1	0	1	1	2	4	0	1
Mathematics or computer science	%	5	5	3	11	3	6	5	0	5	4

(Continued on next page)

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
In which area do you plan to get a bachelor's degree? (Continued)											
Science	%	48	29	3	0	5	10	9	2	24	12
Social Science	%	2	3	3	5	2	9	4	7	6	5
Psychology	%	2	8	1	0	6	4	8	15	2	6
Applied technical area	%	3	1	1	5	1	1	3	1	1	1
Undecided	%	6	2	12	16	15	6	10	8	6	9
Other	%	19	13	18	14	19	19	9	16	14	16
Total number responding		64	93	162	37	146	145	109	143	125	1024
How many semesters do you plan to attend here before transferring?											
Mean number		3.8	4.0	3.9	3.8	4.1	3.4	3.9	3.7	3.6	3.8
Do you plan to earn an A.A. degree before transferring?											
Yes	%	66	40	65	74	57	71	86	62	53	63
No	%	34	60	35	26	43	29	14	38	47	37
Total number responding		68	92	164	38	140	149	110	137	129	1027
Do you plan to take any occupational courses for job entry/upgrading?											
I have already taken some courses.	%	28	16	22	29	26	39	36	23	26	27
I plan to take some courses.	%	17	24	26	21	27	38	38	26	22	28
I do not plan to take occup. courses.	%	55	60	52	50	48	24	26	52	53	46
Total number responding		64	93	163	38	145	140	108	141	133	1025

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Have you been able to enroll in the courses you wanted?											
Yes, all of them where time allowed.	%	55	56	61	62	50	51	51	57	54	55
Yes, most of them.	%	38	39	36	31	44	40	37	39	36	38
No, not most of them.	%	7	5	3	5	4	7	9	4	10	6
No, hardly any of them.	%	0	0	1	3	1	2	4	0	1	1
Total number responding		69	96	165	39	147	149	109	143	136	1053
Rate quality of instruction you received compared to what you would expect in the first two years of a four-year college.											
Equal to expectation	%	49	61	59	31	54	49	52	52	50	53
Better than expected	%	35	26	15	64	26	30	29	23	25	27
Not as good as I would expect	%	16	13	26	5	20	21	19	25	24	21
		68	95	166	39	145	149	108	142	131	1043
Which of the following best describes your classroom experience here?											
Challenging	%	22	27	7	41	17	26	26	14	26	21
Stimulating	%	16	22	13	28	23	21	18	18	19	19
Informative	%	40	34	45	26	36	39	42	49	33	39
Routine	%	15	16	30	5	19	10	13	17	16	17
Boring	%	6	1	6	0	5	5	1	2	6	4
Total number responding		67	93	165	39	145	148	110	142	134	1043
How would you rate the pace of instruction?											
Too fast; too much material	%	12	7	8	13	10	13	5	7	10	9
About right	%	79	85	83	85	76	79	89	82	81	82
Too slow; not enough material	%	9	8	9	3	15	8	6	11	8	9
Total number responding		67	97	165	39	143	149	109	141	134	1044

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Using library or learning resource center.											
No time spent	%	19	16	22	29	24	15	15	25	9	19
One - two hours per week	%	21	34	49	50	47	50	51	52	41	45
Three + hours per week	%	60	50	29	21	29	35	35	23	50	36
Total number responding		68	93	165	38	144	141	107	142	135	1033
Studying or preparing for classes.											
No time spent	%	2	6	7	15	5	4	9	7	7	6
One - two hours per week	%	23	14	29	21	28	27	21	29	20	25
Three + hours per week	%	76	80	64	64	67	69	70	64	73	69
Total number responding		66	94	163	39	144	139	103	139	134	1021
Participating in student activities.											
Not time spent	%	60	80	91	87	74	71	71	81	84	78
One - two hours per week	%	28	12	6	5	15	21	22	15	13	15
Three + hours per week	%	12	8	3	8	11	8	7	4	3	7
Total number responding		67	89	161	38	136	136	105	134	130	996
Rehearsing or practicing (music, drama, sports, etc.)											
No time spent	%	61	71	68	68	69	73	59	72	70	69
One - two hours per week	%	21	17	16	3	9	18	22	10	13	15
Three + hours per week	%	18	12	16	29	22	9	20	18	17	17
Total number responding		66	90	161	38	131	135	102	131	128	982

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Talking with students about courses or academic interests.											
No time spent	%	17	16	29	43	15	15	23	21	20	21
One - two hours per week	%	42	58	52	51	64	58	45	61	55	55
Three + hours per week	%	41	27	20	5	21	27	32	19	25	24
Total number responding		66	90	163	37	135	139	104	135	134	1003
Socializing with other students.											
No time spent	%	15	27	19	57	17	29	18	26	30	24
One - two hours per week	%	34	49	43	24	38	47	47	46	40	43
Three + hours per week	%	51	24	38	19	45	25	35	29	30	33
Total number responding		67	89	162	37	138	137	103	133	132	998
Talking with faculty or counselors.											
No time spent	%	39	43	59	47	49	29	48	51	54	47
One - two hours per week	%	47	43	36	45	43	61	37	48	38	44
Three + hours per week	%	14	14	5	8	8	10	15	1	8	9
Total number responding		66	88	161	38	136	136	99	138	132	994
Working part-time on campus.											
No time spent	%	76	70	94	87	89	81	79	86	74	82
One - two hours per week	%	5	3	1	3	2	5	3	5	3	3
Three + hours per week	%	19	27	6	11	9	15	18	10	23	15
Total number responding		62	89	157	37	127	133	103	133	128	969

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
More specialized and up-to-date library materials.											
Not important	%	3	7	11	8	13	4	5	7	7	8
Important	%	29	40	44	42	38	37	30	41	46	39
Very important	%	68	54	45	50	49	59	65	52	47	53
Total number responding		68	91	162	36	136	136	107	137	131	1004
More consultation with faculty members.											
Not important	%	3	11	18	19	14	7	8	6	9	10
Important	%	43	51	51	58	51	43	40	55	46	49
Very important	%	54	38	31	22	35	50	52	39	45	41
Total number responding		67	88	163	36	140	137	105	138	132	1006
More advising about requirements for transfer.											
Not important	%	1	3	4	11	5	4	5	2	5	4
Important	%	16	28	24	25	29	16	12	29	17	22
Very important	%	83	69	72	64	66	81	83	69	78	74
Total number responding		69	90	164	36	140	139	108	137	133	1016
More counseling or diagnostic testing to improve academic success.											
Not important	%	4	17	15	15	19	9	7	14	11	13
Important	%	37	45	47	47	48	38	37	42	36	42
Very important	%	59	38	37	38	33	53	56	44	53	46
Total number responding		68	89	163	34	138	136	107	136	131	1002

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Organization of transfer students.											
Not important	%	15	30	55	46	47	17	23	56	41	38
Important	%	49	43	31	42	30	50	41	30	36	38
Very important	%	36	27	14	12	23	34	37	14	24	24
Total number responding		67	90	161	33	139	139	106	135	132	1002
Organization of students with the same major.											
Not important	%	16	23	39	32	32	22	21	29	20	27
Important	%	44	40	41	53	42	37	41	50	46	43
Very important	%	40	38	20	15	25	42	39	22	34	31
Total number responding		68	88	163	34	139	139	106	135	129	1001
More advanced courses at sophomore level.											
Not important	%	4	15	18	17	25	8	13	16	14	15
Important	%	53	44	58	51	45	50	45	55	48	50
Very imporatant	%	43	41	24	31	30	42	43	28	39	35
Total number responding		68	91	160	35	138	137	103	134	130	996
Special recognition for high academic achievement.											
Not important	%	18	25	31	27	25	18	14	28	25	24
Important	%	50	45	45	38	47	37	39	47	45	44
Very important	%	32	30	24	35	28	45	48	25	30	32
Total number responding		68	87	163	34	137	137	103	134	128	991

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Individualized assignments in courses.											
Not important	%	25	37	35	36	29	33	28	33	20	31
Important	%	50	40	50	49	46	47	49	49	53	48
Very important	%	25	23	16	15	24	20	23	18	27	21
Total number responding		68	87	159	33	136	133	103	134	128	981
More reading assignments.											
Not important	%	22	32	38	42	45	15	17	36	35	31
Important	%	54	52	48	36	44	56	52	43	43	48
Very important	%	24	16	14	21	12	30	31	21	22	21
Total number responding		68	88	161	33	138	137	105	136	130	996
More written assignments and essay tests in preparation for transfer work.											
Not important	%	18	26	29	32	27	13	14	26	25	23
Important	%	42	52	50	41	47	46	47	44	43	46
Very important	%	40	23	22	27	26	41	39	30	32	31
Total number responding		67	89	161	34	138	138	105	134	130	996
Cooperative assignments with other students in the class.											
Not important	%	17	24	38	25	35	18	20	36	38	30
Important	%	42	48	45	56	43	55	51	46	42	47
Very imporatant	%	42	28	18	19	22	27	30	18	20	24
Total number responding		65	87	160	32	137	135	105	135	128	984

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Entry requirements for courses.											
Not important	%	10	15	16	12	18	10	8	9	6	12
Important	%	27	42	49	44	48	41	31	47	39	42
Very important	%	63	44	36	44	34	49	61	44	55	46
Total number responding		68	89	160	34	136	129	105	132	125	978
Sex:											
Female	%	47	34	38	46	43	63	45	57	49	47
Male	%	53	66	62	54	57	37	55	43	51	53
Total number responding		68	97	165	37	145	140	110	143	132	1037
Age:											
Through age 20	%	45	32	58	38	65	31	33	61	52	48
21 - 25	%	43	44	26	22	22	32	35	21	28	29
26 - 30	%	5	16	4	8	4	13	16	7	14	9
31 - 40	%	6	7	8	8	5	20	15	6	4	9
41 - 50	%	0	1	4	14	2	2	3	4	3	3
51 - 60	%	2	0	0	5	1	1	0	1	0	1
61 +	%	0	0	0	5	1	1	0	0	0	0
Total number responding		67	96	165	37	144	137	110	143	126	1025
Place of residence.											
Eastern	%	86	7	1	0	0	0	18	0	0	8
North Central	%	3	52	0	0	1	3	8	12	1	8
South Central	%	3	16	1	0	1	19	35	1	5	9
Southwest	%	3	2	7	0	1	52	21	0	4	12
Harbor	%	0	0	87	0	0	4	3	0	1	15
Western	%	0	4	0	0	3	9	10	4	80	14
East Valley	%	0	0	0	74	16	0	2	69	0	15
West Valley	%	1	9	0	26	77	0	0	10	0	14
Total number responding		66	87	160	39	145	130	108	139	124	998

QUESTIONS		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATC	LAVC	WLAC	DISTRICT
Ethnic status:*											
American Indian/Alaskan Native	%	0	3	0	3	1	1	0	0	1	1
Asian/Pacific Islander	%	16	38	7	5	10	2	9	3	24	12
Black/Afro-American	%	0	14	10	19	4	83	58	4	19	25
Chicano/Mexican-American	%	50	7	8	19	2	2	25	5	6	11
Filipino	%	2	0	4	0	1	0	0	1	2	1
White	%	19	30	66	54	80	5	4	79	40	44
Other	%	14	8	6	0	3	8	5	8	9	7
Total number responding		64	89	143	37	132	134	109	131	118	957
Total college units earned.											
1 - 15 units	%	3	1	20	33	16	19	20	22	23	18
16 - 30 units	%	16	19	16	9	19	19	25	22	22	19
31 - 45 units	%	30	33	18	21	26	30	16	20	16	23
46 - 60 units	%	34	30	28	18	24	26	21	21	21	25
61 + units	%	17	16	19	18	15	6	19	15	18	16
Total number responding		64	93	160	33	140	135	101	138	122	986
How many units are you taking this semester?											
Less than 12	%	16	15	22	51	19	23	25	27	26	23
12 - 15 untis	%	47	37	44	28	54	55	48	47	44	47
More than 15 units	%	37	49	35	21	28	23	27	26	30	30
Total number responding		68	96	163	39	145	142	112	143	133	1041

*Only 90% of those surveyed declared their ethnic status.

APPENDIX C

SIGNIFICANT VARIATION IN RESPONSE BY SELECTED CHARACTERISTICS OF STUDENTS AND ENROLLMENT, IN PERCENT*

Variation by Age

Questionnaire Items	-20	20-25	+25	Total
Sex: (N=1014)				
Female	45	41	60	47
Male	55	59	40	53
Total	32	45	23	100
Ethnicity: (N=939)				
Asian	9	18	9	13
Black	20	23	34	25
Hispanic	9	14	8	11
White	56	36	45	44
Other	6	10	4	7
Total	32	46	22	100
Cumulative Units: (N=962)				
1-15 units	38	8	11	18
16-30 units	29	13	19	19
31-45 units	17	27	23	23
46 or more units	16	52	47	40
Total	31	47	22	100
Semester Units: (N=1017)				
Part-time; less than 12	17	18	40	23
Full-time; 12 or more	84	82	60	77
Total	32	46	22	100

*Chi-square test of significance .05 or better.

Variation by Age, Continued

Questionnaire items	-20	20-25	+25	Total
High school college preparatory courses taken: (N=1010)				
Yes	68	59	56	61
No	32	41	44	39
Total	32	46	22	100
Eligibility: (N=981)				
Yes, UC	24	25	17	23
Yes, CSUC	47	39	40	42
No, grades not high enough	19	17	14	17
No, didn't take the required courses	10	19	29	19
Total	32	46	22	100
This college your first choice: (N=1012)				
Yes, it had courses I wanted	22	21	29	23
Yes, it had a reputation for good teaching	8	6	4	6
Yes, it was close to home	29	29	36	31
Yes, it was low cost	8	8	5	7
No, a UC institution	5	5	0	4
No, a CSUC institution	14	8	3	9
No, a private college	5	3	2	3
No, another community college	5	8	6	7
No, I transferred	5	13	14	11
Total	32	46	22	100
Influence on college choice: (N=969)				
High school counselor	12	7	2	8
High school instructor	3	2	1	2
College counselor	3	5	8	5
College instructor	1	4	3	3

(Continued next page)

Variation by Age, Continued

Questionnaire Items	-20	20-25	+25	Total
Influence on college choice, continued:				
Friend	21	24	26	23
Parent	15	14	2	12
Publicity	7	7	17	9
Other	38	37	40	38
Total	32	46	22	100
Most important reason for enrollment: (N=1019)				
Occupational education	16	14	19	16
Transfer education	50	59	48	54
Basic skills	5	4	1	4
General education	10	6	10	8
Personal interest courses	1	2	5	2
To help choose a career	16	13	14	14
Other reason	2	2	3	2
Total	32	46	22	100
Intended major: (N=992)				
Arts and humanities	13	10	15	12
Business	25	24	22	24
Math, science, or engineering	23	35	25	24
Social science	10	8	14	11
Undecided	15	6	7	9
Other	14	17	17	16
Total	32	46	22	100
Type of course enrollment: (N=1018)				
Arts and humanities	30	22	28	26
Mathematics or science	21	34	22	27
Social science	49	44	50	47
Total	32	46	22	100

Variation in Age, Continued

Questionnaire Itemes	-20	20-25	+25	Total
Associate degree planned: (N=995)				
Yes	56	64	74	64
No	44	36	26	36
Total	32	46	22	100
Occupational course enrollment: (N=991)				
Have taken courses	18	29	32	26
Will take courses	35	25	24	28
Don't plan taking courses	47	46	44	46
Total	32	45	23	100
Expected quality compared to four-year colleges: (N=1008)				
Equal	52	53	54	53
Better	21	27	34	27
Worse	27	20	12	20
Total	32	46	22	100
Evaluation of courses: (N=1009)				
Challenging	18	20	26	21
Stimulating	13	18	32	19
Informative	42	41	34	39
Routine	21	19	8	17
Boring	6	3	1	4
Total	32	45	23	100
Time spent in library or LRC: (N=1004)				
0 hours per week	21	18	16	18
1-2 hours per week	51	39	52	46
3 or more hours per week	28	43	32	36
Total	32	46	22	100

Variation by Age, Continued

Questionnaire Items	-20	20-25	25+	Total
Time spent on campus studying: (N=994)				
0 hours per week	5	5	11	6
1-2 hours per week	27	27	15	25
3 or more hours/week	68	68	74	69
Total	32	46	22	100
Time spent rehearsing or practicing: (N=958)				
0 hours per week	62	69	78	69
1-2 hours per week	14	16	13	14
3 or more hours/week	24	16	10	17
Total	32	47	21	100
Time spent socializing with other students on campus: (N=973)				
0 hours per week	12	24	42	24
1-2 hours per week	46	41	44	43
3 or more hours/week	43	35	14	33
Total	33	46	21	100
Time spent working part-time on campus: (N=944)				
0 hours per week	89	80	80	83
1-2 hours per week	2	3	5	3
3 or more hours/week	9	18	15	14
Total	33	46	21	100
More library materials: (N=980)				
Not important	10	6	8	8
Important	41	37	43	40
Very important	49	57	50	53
Total	32	47	21	100

Variation by Age, Continued

Questionnaire Items	-20	20-25	25+	Total
More consultation with faculty: (N=980)				
Not Important	8	11	13	10
Important	58	46	40	49
Very Important	34	43	47	41
Total	32	47	21	100
An organization of transfer students: (N=977)				
Not Important	46	31	41	38
Important	33	42	36	38
Very Important	21	26	23	24
Total	32	47	21	100
More advanced courses: (N= 972)				
Not Important	18	14	15	15
Important	54	48	50	50
Very Important	28	39	35	35
Total	32	47	21	100
More reading assignments: (N=972)				
Not Important	43	25	29	32
Important	42	53	46	48
Very Important	15	22	25	20
Total	32	47	21	100
More essay tests: (N=971)				
Not Important	29	20	21	23
Important	44	49	44	46
Very Important	27	31	35	31
Total	32	47	21	100

Variation by Ethnicity

Questionnaire Items	Asian	Black	Hispanic	White	Other	Total
Age: (See Variation by Age)						
Sex: (N=945)						
Female	35	55	38	49	53	48
Male	65	45	62	51	47	52
Total	13	25	11	44	7	100
Eligibility: (N=918)						
Yes, UC	24	19	17	24	29	22
Yes, CSUC	45	44	45	38	41	41
No, grades too low	17	13	13	22	9	16
No, lacked required courses	14	24	25	16	21	19
Total	13	24	11	45	7	100
This college your first choice: (N=943)						
Yes, desired courses	21	22	26	22	29	23
Yes, reputation	2	7	5	7	3	6
Yes, close to home	32	25	28	34	28	30
Yes, low cost	10	4	4	8	3	7
No, UC	7	3	6	2	8	4
No, CSUC	11	10	6	10	8	10
No, private college	2	3	2	4	4	2
No, other comm. college	7	11	12	4	4	7
No, transferred	9	15	11	9	13	11
Total	13	25	11	44	7	100
Influence on college choice: (N=905)						
High school counselor	9	5	16	5	11	8
High school instructor	1	2	3	2	3	2
College counselor	5	7	2	5	3	5
College instructor	6	0	5	2	7	2
Friend	25	21	26	23	29	24
Parent	11	13	7	13	14	12
Publicity	14	11	8	8	4	9
Other	29	41	33	43	29	38
Total	13	25	11	44	7	100

Variation by Ethnicity, Continued

Questionnaire items	Asian	Black	Hispanic	White	Other	Total
Most important reason for enrollment: (N=951)						
Occupational education	7	24	12	15	12	16
Transfer education	61	46	59	55	55	54
Basic skills	3	3	5	3	6	4
General education	8	6	9	9	8	8
Personal interest	1	2	1	3	4	2
To choose a career	19	17	11	13	11	14
Other reason	1	1	4	2	4	2
Total	13	25	11	44	7	100
Intended major: (N=925)						
Arts and humanities	8	9	16	14	10	12
Business	18	27	14	27	21	24
Math/science/engineer.	53	25	39	20	41	29
Social science	3	15	5	11	8	10
Undecided	8	9	11	9	6	9
Other	10	15	16	19	14	16
Total	13	25	10	44	8	100
Type of course enrollment: (N=951)						
Arts and humanities	13	25	27	32	18	26
Mathematics or science	64	18	36	17	40	27
Social science	23	58	37	50	42	47
Total	13	25	11	44	7	100
Assoc. deg. planned: (N=929)						
Yes	43	71	76	61	72	64
No	57	29	24	39	28	36
Total	13	25	11	43	8	100
Occupational course enrollment: (N=928)						
Have taken courses	14	33	35	24	32	27
Plan to take courses	30	37	24	24	18	28
Don't plan taking courses	56	29	40	52	50	45
Total	13	25	11	44	7	100

Variation by Ethnicity, Continued

Questionnaire Items	Asian	Black	Hispanic	White	Other	Total
Able to get courses wanted: (N=951)						
Yes, all	42	50	59	61	53	55
Yes, most	48	39	38	36	36	38
No, not most	9	9	2	3	11	6
No, hardly any	1	2	1	1	0	1
Total	13	25	11	44	7	100
Time spent in library or LRC: (N=937)						
0 hours per week	13	14	14	23	17	18
1-2 hours per week	33	52	40	49	31	46
3 or more hours/week	54	34	47	28	51	37
Total	13	24	11	45	7	100
Time spent discussing courses with other students: (N=912)						
0 hours per week	19	20	26	19	21	20
1-2 hours per week	57	52	50	61	43	56
3 or more hours/week	24	28	25	20	37	25
Total	13	25	11	44	7	100
Time spent consulting with faculty: (N=906)						
0 hours per week	53	39	57	50	39	48
1-2 hours per week	41	50	36	45	42	44
3 or more hours/week	7	11	7	5	19	8
Total	13	25	10	45	7	100
Time spent working part-time on campus: (N=884)						
0 hours per week	76	79	83	88	76	83
1-2 hours per week	5	3	3	2	2	3
3 or more hours/week	19	18	14	12	23	15
Total	13	25	11	44	7	100

Variation by Ethnicity, Continued

Questionnaire Items	Asian	Black	Hispanic	White	Other	Total
More library materials: (N=915)						
Not important	3	6	4	12	9	8
Important	44	32	42	43	23	39
Very important	53	62	55	46	68	53
Total	13	25	11	44	7	100
More consultation with faculty: (N=916)						
Not important	10	6	4	13	13	10
Important	54	44	42	54	34	49
Very important	36	50	55	33	52	41
Total	13	25	11	44	7	100
More advising: (N=926)						
Not important	4	3	2	4	9	4
Important	30	13	18	25	21	22
Very important	66	84	80	71	70	75
Total	13	25	11	44	7	100
More counseling and diagnostic testing: (N=912)						
Not important	10	9	4	17	16	13
Important	48	40	34	45	33	42
Very important	42	51	62	38	51	45
Total	13	25	11	44	7	100
An organization of transfer students (N=913)						
Not important	32	21	14	52	45	37
Important	44	46	40	33	36	38
Very important	24	34	46	15	19	25
Total	13	25	11	44	7	100

Variation by Ethnicity, Continued

Questionnaire Items	Asian	Black	Hispanic	White	Other	Total
An organization of majors: (N=911)						
Not important	18	19	9	36	32	26
Important	51	39	47	44	35	43
Very important	31	42	45	20	33	31
Total	13	25	11	44	7	100
Recognition of academic achievement: (N=902)						
Not important	19	19	18	28	21	23
Important	54	39	40	48	41	45
Very important	27	42	41	25	38	32
Total	13	25	11	44	7	100
More reading assignments: (N=907)						
Not important	28	22	15	41	36	32
Important	56	48	52	46	41	48
Very important	16	30	33	13	23	21
Total	13	25	11	44	7	100
More essay tests: (N=907)						
Not important	23	18	9	28	25	23
Important	53	45	50	46	40	47
Very important	24	37	41	25	35	31
Total	13	25	11	44	7	100
More cooperative assignments in class: (N=895)						
Not important	22	22	14	38	34	29
Important	53	50	55	44	33	47
Very important	25	28	32	18	33	24
Total	13	25	11	44	7	100

Variation by Ethnicity, Continued

Questionnaire Items	Asian	Black	Hispanic	White	Other	Total
More entry requirements for courses: (N=893)						
Not important	9	10	7	14	10	11
Important	49	38	31	46	34	42
Very important	42	52	62	41	56	47
Total	13	25	11	44	8	100

Variation by Sex

Questionnaire Items	Female	Male	Total
Age: (See Variation by Age)			
Ethnicity: (See Variation by Ethnicity)			
Semester units: (N=1027)			
Part-time	29	18	23
Full-time	71	82	77
Total	47	53	100
Eligibility: (N=991)			
Yes, UC	22	24	23
Yes, CSUC	45	38	42
No, grades not high enough	14	20	17
No, didn't take required courses	19	18	19
Total	47	53	100
Influence on college choice: (N=980)			
High school counselor	7	8	8
High school instructor	1	3	2
College counselor	5	4	5
College instructor	2	4	3
Friend	22	24	23
Parent	12	11	12
Publicity	10	9	9
Other	41	36	39
Total	47	53	100

Variation by Sex, Continued

Questionnaire items	Female	Male	Total
Intended major: (N=1002)			
Arts/humanities	14	10	12
Business	22	25	23
Mathematics, science, or engineering	20	38	29
Social science	15	6	10
Undecided	10	8	9
Other	20	13	16
Total	47	53	100
Associate degree planned: (N=1004)			
Yes	70	58	64
No	30	42	37
Total	47	53	100
Time spent on campus studying: (N=1001)			
0 hours per week	6	7	6
1-2 hours per week	21	28	25
3 or more hours per week	73	65	69
Total	47	53	100
Time spent rehearsing or practicing on campus: (N=963)			
0 hours per week	75	63	69
1-2 hours per week	14	15	14
3 or more hours per week	12	22	17
Total	47	53	100
More library materials: (N987)			
Not important	8	12	10
Important	48	49	49
Very important	44	39	41
Total	47	53	100

Variation by Sex, Continued

Questionnaire Items	Female	Male	Total
More advising on transfer requirements: (N=997)			
Not important	2	6	4
Important	18	25	22
Very important	80	70	74
Total	47	53	100
More essay tests: (N=977)			
Not important	19	26	23
Important	48	45	46
Very important	32	29	31
Total	47	53	100
More entrance requirements for courses: (N=960)			
Not important	11	12	12
Important	38	46	42
Very important	51	42	46
Total	47	53	100
Type of course enrollment: (N=1030)			
Arts and humanities	29	22	26
Mathematics or science	21	34	28
Social science	50	44	47
Total	47	53	100

Variation by Cumulative Units

Questionnaire Items	1-15	16-30	31-45	46+	Total
Age: (See Variation by Age)					

Variation by Cumulative Units, Continued

Questionnaire Items	1-15	16-30	31-45	46+	Total
This college your first choice: (N=970)					
Yes, it had desired courses	20	23	24	23	23
Yes, good reputation	8	5	7	5	6
Yes, close to home	30	30	29	32	31
Yes, least expensive	5	8	6	8	7
No, a UC institution	4	5	5	3	4
No, a CSUC institution	15	7	10	7	9
No, a private college	6	5	2	2	3
No, other comm. college	4	10	5	7	6
No, I transferred	8	7	13	14	11
Total	17	19	23	41	100
Intended major: (N=955)					
Arts and humanities	16	13	8	11	12
Business	27	20	22	26	24
Math/science/engineering	20	26	33	32	29
Social science	9	13	12	9	10
Undecided	17	13	8	4	9
Other	11	14	17	18	16
Total	17	19	23	41	100
Type of course enrollment: (N=979)					
Arts and humanities	35	27	21	24	25
Mathematics or science	19	21	31	32	27
Social science	47	52	48	45	48
Total	18	19	23	40	100
Assoc. degree planned: (N=956)					
Yes	57	67	60	69	64
No	43	33	40	32	36
Total	17	19	23	41	100

Variation by Cumulative Units, Continued

Questionnaire Items	1-15	16-30	31-45	46+	Total
Occupational course enrollment: (N=956)					
Have taken courses	15	19	27	36	27
Will take courses	40	34	26	19	27
Don't plan to take courses	45	48	46	45	46
Total	18	19	23	40	100
Time spent in library or LRC: (N=963)					
0 hours per week	23	19	16	19	19
1-2 hours per week	51	49	45	41	45
3 or more hours per week	26	32	39	41	36
Total	18	19	23	40	100
Time spent working part-time on campus: (N=907)					
0 hours per week	90	86	81	79	83
1-2 hours per week	2	3	2	4	3
3 or more hours per week	8	12	17	17	15
Total	18	19	23	40	100
More consultation with faculty: (N=943)					
Not important	12	9	5	14	10
Important	51	57	51	43	49
Very important	37	35	45	44	41
Total	17	20	23	40	100
More advanced sophomore courses: (N=936)					
Not important	21	16	12	14	15
Important	46	57	46	50	49
Very important	33	28	42	37	36
Total	17	19	23	41	100

Variation by Cumulative Units, Continued

Questionnaire Items	1-15	16-30	31-45	46+	Total
More cooperative, group assignments in class: (N=925)					
Not important	33	27	22	34	29
Important	50	48	52	42	47
Very important	17	26	26	24	24
Total	18	19	23	40	100

Variation by Semester Units

Questionnaire Items	Part-time	Full-time	Total
Age: (See Variation by Age)			
Sex: (See Variation by Sex)			
Eligibility: (N=996)			
Yes, UC	19	24	23
Yes, CSUC	41	42	41
No, grades were too low	16	17	17
No, lacked required courses	25	17	19
Total	23	77	100
Most important reason for enrollment: (N=1034)			
Occupational education	14	16	16
Transfer education	46	56	54
Basic education	3	4	4
General education	13	7	8
Personal interest courses	16	14	14
Help in choosing a career	16	14	14
Other	2	2	2
Total	23	77	100

Variation by Semester Units, Continued

Questionnaire Items	Part-time	Full-time	Total
Intended major: (N=1006)			
Arts and humanities	17	10	12
Business	19	25	24
Math, science, or engineering	22	31	29
Social science	11	10	10
Undecided	14	8	9
Other	18	15	16
Total	23	77	100
Type of course enrollment: (N=1034)			
Arts and humanities	32	24	26
Mathematics or science	20	30	27
Social science	48	46	47
Total	23	77	100
Able to get courses wanted: (N=1035)			
Yes, all courses	56	54	55
Yes, most courses	33	40	38
No, not most courses	9	5	6
No, hardly any courses	2	1	1
Total	23	77	100
Evaluation of courses: (N=1025)			
Challenging	21	21	21
Stimulating	24	18	19
Informative	42	39	39
Routine	12	19	17
Boring	2	4	4
Total	23	77	100
Time spent in the library or LRC: (N=1016)			
0 hours per week	27	17	19
1-2 hours per week	51	49	45
3 or more hours per week	22	40	36

Variation by Semester Units, Continued

Questionnaire Items	Part-time	Full-time	Total
Time spent studying on campus: (N=1005)			
0 hours per week	10	5	6
1-2 hours per week	31	22	25
3 or more hours per week	59	72	69
Total	23	77	100
Time spent rehearsing or practicing on campus: (N=967)			
0 hours per week	78	66	69
1-2 hours per week	11	15	14
3 or more hours per week	11	19	17
Total	22	78	100
Time spent discussing courses with other students: (N=988)			
0 hours per week	29	19	21
1-2 hours per week	53	56	55
3 or more hours per week	18	26	24
Total	23	77	100
Time spent socializing with other students on campus: (N=984)			
0 hours per week	32	22	24
1-2 hours per week	48	41	43
3 or more hours per week	21	37	33
Total	22	78	100
Time spent consulting with faculty: (N=979)			
0 hours per week	58	45	48
1-2 hours per week	36	46	44
3 or more hours per week	6	9	8
Total	22	78	100

Variation in Semester Units, Continued

Questionnaire Items	Part-time	Full-time	Total
Time spent working part-time on campus: (N=956)			
0 hours per week	92	80	82
1-2 hours per week	1	3	3
3 or more hours per week	7	17	15
Total	22	78	100

Variation by Eligibility

Questionnaire Items	UC	CSUC	Ineligible	Total
Age: (See Variation by Age)				
Ethnicity: (See Var. by Ethnicity)				
Sex: (See Variation by Sex)				
Semester units: (See Variation by Semester Units)				
Type of course enrollment: (N=1008)				
Arts and humanities	22	23	31	26
Mathematics or science	41	23	23	27
Social science	37	54	46	47
Total	23	41	26	100
College preparatory courses taken in high school: (N=1002)				
Yes	80	73	37	62
No	20	27	63	38
Total	23	41	36	100

Variation by Eligibility, Continued

Questionnaire Items	UC	CSUC	Ineligible	Total
This college your first choice: (N=1003)				
Yes, it had courses I wanted	25	19	24	23
Yes, it had a good reputation	5	5	9	6
Yes, it was close to home	25	33	31	30
Yes, it was least expensive	7	9	4	7
No, a UC institution	8	2	4	4
No, a CSUC institution	4	12	2	9
No, a private college	4	4	2	3
No, another community college	7	5	7	7
No, I transferred	14	12	9	11
Total	23	41	36	100
Associate degree planned: (N=985)				
Yes	54	64	69	64
No	46	36	31	36
Total	23	41	26	100
Pace of instruction: (N=997)				
Too fast	6	9	11	9
About right	81	84	80	82
Too slow	14	7	9	9
Total	23	42	35	100
Time spent studying: (N=977)				
0 hours per week	4	3	11	6
1-2 hours per week	23	25	24	24
3 or more hours per week	73	72	66	70
Total	23	42	35	100
More library materials: (N=964)				
Not important	4	7	9	7
Important	36	42	39	40
Very important	60	51	52	53
Total	22	42	36	100

Variation by Eligibility, Continued

Questionnaire Items	UC	CSUC	Ineligible	Total
More faculty consultation: (N=964)				
Not important	11	12	7	10
Important	46	50	48	49
Very important	43	38	53	41
Total	22	42	36	100
An organization of majors: (N=599)				
Not important	30	30	21	27
Important	43	37	50	43
Very important	28	33	29	30
Total	22	42	36	100

Variation by Type of Course Enrollment

Questionnaire Items	Arts/ Humanities	Math/ Science	Social Science	Total
Age: (See Variation by Age)				
Ethnicity: (See Var. by Ethnicity)				
Sex: (See Variation by Sex)				
Cumulative units: (See Var. by C. U.)				
Semester Units: (See Var. by S. U.)				
College preparatory courses taken in high school: (N=1041)				
Yes	57	68	59	61
No	43	32	41	39
Total	26	27	47	100

Variation by Type of Course Enrollment, Continued

Questionnaire Items	Arts/ Humanities	Math/ Science	Social Science	Total
Eligibility: (See Var. by Elig.)				
This college your first choice: (N=1040)				
Yes, it had courses I wanted	27	20	22	23
Yes, it had a good reputation	8	4	6	6
Yes, it was close to home	24	32	43	31
Yes, it was least expensive	8	6	7	7
No, a UC institution	4	6	3	4
No, a CSUC institution	9	7	11	9
No, a private college	3	4	3	3
No, another community college	8	7	5	6
No, I transferred	10	16	9	11
Total	26	28	47	100
Influence on college choice: (N=1001)				
High school counselor	8	8	8	8
High school instructor	2	2	2	2
College counselor	3	6	5	5
College instructor	2	7	2	3
Friend	22	23	24	23
Parent	11	13	11	12
Publicity	13	9	7	9
Other	40	32	41	39
Total	26	26	48	100
Reason for enrollment: (N=1049)				
Occupational education	20	10	17	16
Transfer education	48	70	47	53
Basic skills	6	3	3	4
General education	7	5	11	9
Personal interest courses	3	1	3	2
Help in choosing a career	13	10	17	14
Other reason	4	2	2	2
Total	26	27	47	100

Variation by Type of Course Enrollment, Continued

Questionnaire Items	Arts/ Humanities	Math/ Science	Social Science	Total
Intended major: (N=1019)				
Arts and humanities	25	4	9	12
Business	21	6	35	24
Math, science, or engineering	15	71	14	29
Social science	10	3	14	10
Undecided	11	4	11	9
Other	19	13	16	16
Total	26	26	48	100
Associate degree planned: (N=1022)				
Yes	67	50	70	63
No	33	50	30	37
Total	25	27	48	100
Occupational course enrollment (N=1020)				
Have taken courses	30	21	28	27
Plan to take courses	30	24	29	28
Don't plan to take courses	40	56	43	46
Total	26	27	47	100
Able to get courses wanted: (N=1043)				
Yes, all courses	60	51	54	55
Yes, most courses	35	39	40	38
No, not most courses	5	10	5	6
No, hardly any courses	1	1	1	1
Total	26	28	47	100
Expected quality compared to four-year colleges: (N=1038)				
Equal	46	52	56	52
Better	32	29	23	27
Worse	22	19	21	21
Total	25	27	47	100

Variation by Type of Course Enrollment, Continued

Questionnaire Items	Arts/ Humanities	Math/ Science	Social Science	Total
Evaluation of courses: (N=1037)				
Challenging	20	28	17	21
Stimulating	23	23	15	19
Informative	38	30	45	39
Routine	16	14	19	17
Boring	3	5	3	4
Total	26	27	47	100
Time spent in library or LRC: (N=1027)				
0 hours per week	21	13	22	19
1-2 hours per week	51	36	47	45
3 or more hours per week	28	52	31	36
Total	26	27	47	100
Time spent in student activities: (N=990)				
0 hours per week	74	75	83	79
1-2 hours per week	19	17	12	15
3 or more hours per week	8	9	5	7
Total	25	28	48	100
Time spent working part-time on campus: (N=963)				
0 hours per week	84	75	86	83
1-2 hours per week	3	4	3	3
3 or more hours per week	13	21	11	14
Total	25	27	48	100
More library materials: (N=998)				
Not important	6	6	10	8
Important	36	41	39	39
Very important	58	53	51	53
Total	25	28	47	100

Variation by Type of Course Enrollment, Continued

Questionnaire items	Arts/ Humanities	Math/ Science	Social Science	Total
An organization of majors: (N=995)				
Not important	26	20	31	26
Important	46	43	41	43
Very important	28	38	28	31
Total	25	27	48	100
More advanced courses: (N=990)				
Not important	12	14	17	15
Important	52	44	53	50
Very important	36	42	30	35
Total	25	28	47	100
More individualized instruction: (N=975)				
Not important	27	26	35	31
Important	50	50	46	48
Very important	23	25	19	21
Total	25	27	48	100

Variation by Reason for Enrollment

Questionnaire items	Transfer	Not Transfer	Total
Age: (See Variation by Age)			
Ethnicity: (See Var. by Ethnicity)			
Cumulative units: (N=979)			
1-15 units	15	20	18
16-30 units	16	23	19
31-45 units	24	22	23
46 units or more	45	35	40
Total	54	46	100

Variation by Reason for Enrollment, Continued

Questionnaire Items	Transfer	Not Transfer	Total
Semester units: (See Variation by Semester Units)			
Type of course enrollment: (See Var. by Type of Course Enrollment)			
Intended major: (N=1020)			
Arts and humanities	10	14	12
Business	22	26	24
Math, science, or engineering	35	19	29
Social science	10	11	10
Undecided	7	12	9
Other	16	17	16
Total	54	46	100
Occupational course enrollment: (N=1021)			
Have taken courses	21	33	27
Plan to take courses	22	34	28
Don't plan to take courses	57	33	45
Total	53	47	100
Expected quality compared to four-year colleges: (N=1039)			
Equal	56	49	53
Better	23	31	27
Worse	21	20	20
Total	53	47	100
Time spent in the library or LRC: (N=1027)			
0 hours per week	15	23	19
1-2 hours per week	45	45	45
3 or more hours per week	40	32	36
Total	54	46	100

Variation by Reason for Enrollment, Continued

Questionnaire Items	Transfer	Not Transfer	Total
Time spent working part-time on campus: (N=964)			
0 hours per week	79	86	82
1-2 hours per week	3	3	3
3 or more hours per week	18	11	15
Total	55	45	100
More library materials: (N=998)			
Not important	5	10	8
Important	40	38	39
Very important	55	52	53
Total	54	46	100

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